

National Kindergarten Association

1 Madison Avenue, New York



*"He who helps a child helps humanity with
a distinctness, with an immediateness, which
no other help given to human creatures in any
other stage of their human life can possibly
give again."*

—PHILLIPS BROOKS.

Annual Report
1909 = 1911

National Kindergarten Association

1 MADISON AVENUE
NEW YORK

Annual Report 1909—1911

National Association for the Promotion
of Kindergarten Education

Organized - May 27, 1909
Incorporated October 16, 1909

By Order of the Supreme Court of the
State of New York, the corporate name
was changed, on October 1, 1911, to
NATIONAL KINDERGARTEN ASSOCIATION



Kindergarten opened and temporarily supported by the National Kindergarten Association in a Mill Village in Virginia.

NATIONAL KINDERGARTEN ASSOCIATION

AFFILIATED WITH

CHICAGO KINDERGARTEN COLLEGE

NATIONAL EDUCATION ASSOCIATION

INTERNATIONAL KINDERGARTEN UNION

GENERAL FEDERATION OF WOMEN'S CLUBS

NATIONAL CONGRESS OF MOTHERS

NATIONAL COUNCIL OF WOMEN

KATE DOUGLAS WIGGIN has said: "We need the public kindergarten, educationally, as the vestibule to our school work. We need it as a philanthropic agent, leading the child gently into right habits of thought, speech, and action from the beginning. We need it to help in the absorption and amalgamation of our foreign element; for the social training, the opportunity for co-operation, and the purely republican form of government in the kindergarten make it of great value in the development of the citizen-virtues, as well as those of the individual.

"The kindergarten is not for the poor child alone, a charity; neither is it for the rich child alone, a luxury, corrective or antidote; but the ideas of which it tries to be the expression are the proper atmosphere for every child."

The National Kindergarten Association, already so far-reaching in its influence, sprang into being as the direct result of the fact that a young mother was unable to find good kindergartens for her little boys in either of two large cities in which they lived in Pennsylvania and New Jersey.

In 1906 she suggested that a National Society was greatly needed to arouse interest in the kindergarten subject and to help establish *good* kindergartens after the interest had been awakened. During three years considerable time and thought were expended in investigation and it was found that such societies existed in other parts of the world, and that there was in the United States a large amount of most important work which could and should be done; for example, bringing about the enactment of proper and uniform State Laws on this most important subject.

After much preliminary work, a meeting was held on February 26, 1909, at the residence of Mrs. John Greenough, where the following persons spoke; Dr. Richard Watson Gilder, Dr. David G. Wylie, Mrs. George C. Riggs (Kate Douglas Wiggin), Miss Bessie Locke, Mme. Kraus-Boelte,

who has worked for the kindergarten cause during the past fifty years, and Miss Alice E. Fitts of Pratt Institute. An adjourned meeting was held on May 27, 1909, at the residence of Mrs. Henry Phipps, when the Association was formally organized and the Board of Managers and Officers were elected. The Society was incorporated October 16, 1909. Miss Cynthia P. Dozier was engaged temporarily and devoted two months to the preparation of a comprehensive report embracing "A Brief History of the Kindergarten Movement," "Present Status," "Forecast for the Future." The active work of the Association began in January, 1910.

During our first year many perplexing problems were encountered, but through the loyalty, interest and earnest endeavors of our Board members, the growth of the Association was steady, and a large amount of valuable work was accomplished.

On October 1st, 1911, the name National Association for the Promotion of Kindergarten Education, which had proved to be too long, was changed to National Kindergarten Association.

Our first annual meeting was held at Sherry's on November 27th, 1911. President Edwin S. Marston presiding. After the reports of the Treasurer and Secretary had been read, an interesting address was delivered by Miss Elizabeth Harrison of Chicago. Because many of the letters received from educators have proved that wretched work is frequently done in the name of the kindergarten, our Directors have long realized that it was most important for this society to help raise and uphold the highest educational standard; consequently at this annual meeting it was resolved to affiliate with the Chicago Kindergarten College. This is one of the oldest and best training schools in the United States, whose graduates fill a large portion of the leading positions in the country. It has trained over two thousand intelligent, earnest young women as kindergartners, and five thousand women have attended its training classes for mothers. We believe that this affiliation will increase the scope and efficiency of each corporation and ultimate in a broad, comprehensive work for the uplifting of the American people.

In every possible way we are endeavoring to arouse more interest in the neglected little children of our country, that kindergartens may be established in all of our public schools.

As this great reform agency is supported entirely by voluntary contributions, we hope to be remembered in the annual budget of all philanthropic and public spirited men and women.

DOROTHY PERKINS,
Secretary.



WHAT DOES THE KINDERGARTEN ACCOMPLISH?

Adapted from Kindergarten Review, January, 1908

From the results of the following experiment it would appear that pupils who have had kindergarten training possess a decided advantage over those who have not, in their power to do the work of the grades.

Information was secured in a grammar school concerning every pupil above the second grade upon these points:

- 1. Had the pupil had a kindergarten training?
- 2. What was his age?
- 3. How many years had he spent in the grades?

The records were tabulated and the results were surprising in their uniformity. In every grade it was found that the pupils from the kindergarten were on an average younger than the others and that they had spent less time in the grades. Here are the actual figures:

	Kindergarten Children	Not Kindergarten Children	Kindergarten Children	Not Kindergarten Children
Grade	Average Age	Average Age	Years in the Grades	Years in the Grades
III	8.9	10.	3.7	4.5
IV	10.3	11.2	4.8	5
V	10.5	12.2	6	6.7
VI	11.9	13.1	6.5	8
VII	12.3	14.9	6.8	8

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COUNSEL

FRANK H. PARSONS.....60 Wall Street

FORM OF BEQUEST

I give and bequeath to the National Kindergarten Association,
incorporated under the laws of the State of New York, the sum of
.....dollars.

IN MEMORIAM

“A man's life consisteth not in the abundance of the things which he possesseth.”

MR. SPENCER TRASK, one of the Trustees of this Association, was killed in an accident on December 31st, 1909. The manner of his death added to the shock and sorrow which the event occasioned to his friends and associates.

For many years Mr. Trask had given time and care to the encouragement of kindergarten work, and for many years acted as Treasurer of the New York Kindergarten Association. His colleagues are aware that he never failed to respond to a summons to assist in the work, and he often postponed engagements of importance in order that he might do his part as trustee in the Kindergarten Association.

Forceful in character and experienced in worldly matters, he gave to the National Association for the Promotion of Kindergarten Education the benefit of his knowledge, and his active sympathy with the motives and efforts of those engaged in this work.

His friends on the Board of Directors deplore his untimely death and extend to his family the deepest sympathy in their bereavement.

RICHARD WATSON GILDER, Honorary Vice President of this Association, died on November 18, 1909. His loss will be deeply felt by his colleagues and by the Association.

For many years his interest and efforts have been enlisted in behalf of kindergarten development, and for a long time he was President of the New York Kindergarten Association.

Notwithstanding the great demand upon his time made by his many duties, public and private, he was at all times ready to give aid, counsel and sympathy to the workers in the National Association for the Promotion of Kindergarten Education. His associates in the Board of Directors desire to record their sense of loss and appreciation of his eminent, intellectual and moral qualities, and to extend to his family their sympathy in the bereavement which they have sustained.

A sad duty devolves upon us in recording the death of one who for many years was deeply interested in the cause which is so dear to all of our hearts.

FREDERICK SCOTT WAIT passed away at West Hampton, Long Island, on Thursday, June 30, 1910.

He was essentially a man of simplicity, sincerity, and straightforwardness, who found time to maintain vital relations with the activities that conduce to the betterment of the community in which he lived. He was an active member of the Bar Association, and author of several well-known text books. A member of the Committee on the Amendment of the Law; Secretary of the Board of Trustees of Bar-

nard College, of which Board he had been a member for fifteen years; and actively interested in the Metropolitan Museum of Art, having rendered that institution valuable service.

His friendship, confidence and co-operation are among the richest memories connected with the long period preceding the incorporation of this Association. He was a member of the Committee appointed on February 26, 1909, to consider the methods of organization. He was one of the incorporators and a member of our Board of Directors.

Surely the close of such a life as this is a very distinct loss, and it may well incite those moved by his memory to aspire to those ideals of life and service which so conspicuously animated him.

We proffer our profound sympathy to the wife stricken by the blow of this sad bereavement, and to the many friends to whom his life and career now form an abiding memory.

“I shall pass through this world but once. Any good thing therefore that I can do, or any kindness that I can show to any human being, let me do it now.

“Let me not defer it or neglect it, for I shall not pass this way again.”

TREASURER'S REPORT

George W. Perkins, Treasurer, in account with the National Kindergarten Association, for the years 1909, 1910 and 1911:

RECEIPTS:

Contributions and Subscriptions.....	\$18,226.35	
Interest and Refunds	157.02	
		<hr/>
Total Receipts		\$18,383.37

EXPENDITURES:

Petty Cash	\$270.35	
Postage	2,834.63	
General Expenses—Rent, Telephone, etc...	1,879.37	
Salaries	7,822.94	
Printing and Stationery	2,545.68	
Furniture	455.03	
Kindergarten Equipment	19.17	
Library	67.44	
Delegates and Lecturers	452.70	
Training Schools and Kindergartens.....	646.65	
Field Secretary	146.20	
		<hr/>
Total Expenditures		\$17,140.16

Balance, December 31, 1911, in Astor Trust Company and on hand.....	<hr/>	\$1,243.21
		<hr/>

CERTIFICATE OF AUDIT

We have audited the books and accounts of the National Kindergarten Association from the date of its inception in the year 1909, to December 31, 1911, and

WE HEREBY CERTIFY that the foregoing Statement of Receipts and Expenditures for that period is correct.

HASKINS & SELLS,
Certified Public Accountants.

TABLE OF CONTRIBUTIONS AND SUBSCRIPTIONS

Because many persons object to having their names appear on published lists, it was decided by the Board of Directors to omit the names of subscribers and print instead the following:

4 gifts of	\$200.00	—	\$800.00
2 "	125.00	—	250.00
25 "	100.00	—	2,500.00
14 "	50.00	—	700.00
133 "	25.00	—	3,325.00
8 "	20.00	—	160.00
5 "	15.00	—	75.00
323 "	10.00	—	3,230.00
1,170 "	5.00	—	5,850.00
52 "	3.00	—	156.00
240 "	2.00	—	480.00
671 "	1.00	—	671.00
1 "	4.00	—	4.00
1 "	3.50	—	3.50
5 "	2.50	—	12.50
3 "	1.50	—	4.50
3 "	1.25	—	3.75
2 "	.25	—	.50
2 "	.20	—	.40
2 "	.10	—	.20
			\$18,226.35

GIFTS AND COURTESIES GRATEFULLY ACKNOWLEDGED

- From Frank H. Parsons, Counsel—Advice and professional services.
 " Clarence W. Seamans—Typewriter.
 " George Grant Mason—Office letter cabinet and hand painted screen.
 " Milton Bradley Company—1625 booklets "A Plain Talk About the Kindergarten," one year's subscription to "Kindergarten Review," and 87 numbers of "Kindergarten Review."
 " Benjamin W. Wilson—Half-tone cuts.
 " The Association of Day Nurseries—Loan of photographs.
 " Miss Mary Moore Orr—Typewriting bill.
 " United States Commissioner of Education—Reports for 1909-1910.
 " State Department of Pennsylvania—State Library, Smull's Legislative Hand Book.

From Pratt Institute Library—Loan for two months of a large number of Volumes of "Kindergarten Review," and "Kindergarten Primary Magazine," also other pedagogic works.

- " Pratt Institute—Samples of kindergarten work.
- " State of North Carolina—Labor and Industrial report by courtesy of Mr. L. M. Shipman and State Supt. L. C. Brogden.
- " Brooklyn Free Kindergarten Society—Loan of plates of engravings of children.
- " Kindergartners in different parts of the country—Photographs.
- " Massachusetts State Board of Education—Twenty copies of a valuable pamphlet on "Medical Inspection of Schools."
- " E. Steiger & Co.—Exhibit of kindergarten materials.
- " Adelphi College—Kindergarten work.
- " Kinemacolor Co. of America—Complimentary tickets for kindergarten mothers and settlements.

Thanks are due the following for representing this Association and delivering addresses at conventions:

Miss Elizabeth Harrison	Miss C. P. Dozier
Miss C. Geraldine O'Grady	Miss Elizabeth Hammers
Miss Mary C. McCulloch	Prof. R. G. Boone
Mr. Robert C. Ogden	Mrs. A. O. Ware
Miss Lucy Kummer	Miss Anna E. Harvey
Miss Alice N. Parker	Miss Hortense M. Orcutt
Miss Netta Faris	Miss Myra M. Winchester
Miss Josephine Simrall	Mrs. William Capps

Thanks are also due:

Louis Sherry for use of Ball Room for Annual Meeting.

Mrs. R. G. Dolése, for services in production of moving pictures at Annual Meeting.

National Congress of Mothers for kindness in mailing 1,000 film circulars to its branches.

Supreme Forest Woodmen Circle for mailing two thousand letters.

International Sunshine Society for mailing five hundred letters to its branches.

International Kindergarten Union, General Federation of Women's Clubs, National Education Association, Child Conference for Research & Welfare and National Council of Women for their kindness in co-operating with us in our work for neglected little children.

Sage Foundation for valuable advice and many courtesies.

Horace G. Plimpton, Ashley Miller and L. W. McChesney, of Thomas A. Edison, Inc., for courtesies in connection with the production of the film "At the Threshold of Life."

Miss Blanche Morse, for the publication of an article about our work in the "Federation Courier," of California.

Miss May Murray, editor of "Kindergarten Review," for publishing articles about our Association.

Mrs. Josephine Redding, for writing an article about our work which appeared in the December, 1911, issue of "Vogue."

Prof. Henry W. Holmes, of Harvard University, for assistance in preparing Legislative bill.

CORRESPONDING SECRETARY'S REPORT

In 1910, \$53,000,000 was given and bequeathed to colleges in this country. While we all take a justifiable pride in this magnificent sum devoted to so laudable a purpose, nevertheless, those of us who realize how vitally important educationally and morally are the years between four and six, cannot help feeling that something is wrong, when, notwithstanding this generosity, 4,000,000 little children of our country, or more than ninety per cent. of those of kindergarten age, are without the privilege of kindergarten training. This is specially lamentable when we consider that in some sections our children average only a trifle more than three years in school, and only six and one-half per cent. of our school children go beyond the high school.

Correspondence with foreign countries has shown that educators in Europe have for years realized the special value of education to the child, and have considered it worth while to provide suitable training, while in the United States, only one State, Utah, has passed a law making the kindergarten a part of its entire school system.

Before the arrival of the Educational Director in August, 1910, the Board of Directors sent me as delegate to the conventions of the International Kindergarten Union, held in St. Louis in April, the National Education Association in Boston in July, and the Child Conference for Research and Welfare in Worcester, Mass., in June, 1910. With the assistance of the Educational Committee, the following various branches of the work of the Association were inaugurated:

1. The compilation of a card catalogue of the States and their largest cities with information regarding the kindergarten laws of each State, and the number of kindergartens in the cities.

2. Correspondence with various educational organizations to ascertain the dates of their conventions which were recorded

on cards for the purpose of sending communications and circulars to their annual meetings.

3. Compilation of card catalogue of State Teachers' Associations showing dates of their conventions, probable attendance, whether circulars would be acceptable, and addresses on the kindergarten subject favorably considered.

4. The compilation of a card catalogue of the States showing dates when their legislatures convene.

Early in the year 1910, a simple bill providing for the establishment of kindergartens was sent to the Governor and Superintendent of Public Instruction in each of three States which had not provided for kindergartens in their school laws.

Their legislatures adjourned without taking action. This experience tended to show the necessity of doing considerable preliminary work in States where kindergarten legislation is contemplated.

5. After extended correspondence with us, the National Council of Women decided to establish a Kindergarten Department and invited one of our members to be its Chairman.

6. We communicated with the Superintendents of Public Instruction of every State, from whom we received cordial responses and copies of their school laws and annual reports for our library.

7. We started a card catalogue containing the names of the Directors of Kindergarten Departments in State Normal Schools, and of Superintendents of Public Kindergartens.

8. Besides compiling all the information obtainable relative to kindergartens in the United States, we corresponded with Consuls General of all foreign nations regarding the kindergarten situation in their countries and their replies were filed for reference.

9. We compiled a card catalogue of 10,000 persons interested in kindergartens to whom appeals for financial assistance have been sent.

10. We started a permanent exhibit of kindergarten materials and hand work.

11. We sent 54,800 circulars to conventions of educational associations and women's organizations meeting in different parts of the Union.

After the appointment of our Educational Director, in August, 1910, substantial aid was furnished to a kindergarten training school in the Far West, enabling the principal to do

important propaganda work which had been hampered for lack of funds. In the Spring of 1911, we opened and temporarily supported a Model Demonstration Kindergarten in a Southern mill village, which was appreciated and is now maintained by persons in that community. This has proved a most successful venture, for this work has already been extended to include a Night School and a Boys' Club as well as Girls' and Mothers' Clubs. We have also helped financially in the establishment of a Model Kindergarten which was greatly needed in connection with a training school in a Southern town, and have given advice and encouragement in the organization of kindergartens in other places.

Our Educational Director was sent South in the Spring to visit Washington and cities in Virginia and South Carolina for the purpose of investigation and to lecture and arouse interest by personal touch. We also sent another worker to five cities in Pennsylvania having no kindergartens, where much interest in the subject was aroused.

We have accepted an invitation from the National Congress of Mothers to try the experiment of sending out a Field Secretary who shall represent the work of the two organizations at the same time.

The cordial expressions of interest in our Moving Picture Film lead us to believe it will prove of much value to the kindergarten cause, and it is gratifying to note how cheerfully the other National organizations co-operate with us in exploiting this photo-play.

Two Loan Libraries have been established which are sent to needy places for the use of kindergartners and mothers who would not otherwise have access to literature on Child Nature and Education. Examples of excellent kindergarten work are sent to conventions where we furnish speakers and circulars setting forth the value of kindergarten training.

Probably the most effective work we have done, has been that of sending out 22 lecturers, 75,000 letters and 200,000 circulars to individuals, State Teachers' conventions and conventions of the General Federation of Women's Clubs, National Congress of Mothers, National Council of Women, National Education Association and the International Kindergarten Union. With all of these societies we are affiliated.

The influence exerted by this method, like the influence of a book or a life, can never be measured. The many letters of

thanks we have received from those working in a small way for the same cause, prove conclusively that this phase of our activities is most valuable.

It is with a deep sense of gratitude that we review the work of the past. Our future also is full of promise. We expect to carry forward the work already begun and to undertake new work on still broader and more comprehensive lines.

We take this opportunity to express our cordial thanks to those who have so generously given us their financial assistance, and to all who have aided this great movement with their sympathy and advice.

Respectfully submitted,

BESSIE LOCKE,
Corresponding Secretary.

REPORT OF EDUCATIONAL DIRECTOR

The work of the Educational Director, Miss C. G. O'Grady, began in August, 1910, and during the first two months letters of inquiry were sent to

- 480 Women's Clubs
- 58 School Superintendents
- 76 Training Schools and Associations
- 192 Mill Owners
- 14 Educational Committee Members.

The answers to these letters were, on the whole, discouraging, showing either lack of interest, or lack of funds, and a great need of proper legislation for the provision of kindergartens. They also indicated a need for helpful reading in certain sections, so literature was supplied to a library in Maine, the Florida Kindergarten Circle, and to various Women's Clubs. This was followed by the purchase of two experimental traveling libraries of twenty-five selected volumes each, which were started on their way through the South.

Lists of books were sent to mothers' clubs, and a newspaper article for publication was mailed to five hundred members of the National Council of Women. Our Educational Directors also wrote a number of leaflets and newspaper articles which had a large circulation.

A number of struggling kindergartens were helped either financially or by sending needed material.

Knowing the distressing conditions among mill workers it was decided to open a Demonstration Kindergarten in a mill town near Lynchburg, Va., for two months, at the end of which time the controllers of the mill and the Woman's Auxiliary assumed the financial support for the future. Having seen the uplifting influence of the kindergarten in their community, they felt they could not do without it.

The following grateful letter came from a mother whose child attends this kindergarten:

Lynchburg va may 31st 1911

Dear Miss Carington

This is to Certifi that I am very mutch Pleased With the Kindie Garden and the Grand Way in Whitch the Chrildren ar Beaing Trained and Pleased Except thanks For Same Wishing the Chool mutch Sucess

A temporary assistant was supplied in a training class in the West to enable the director to do some investigation work in the State. As a result, the work of the State Kindergarten Association was strengthened, a Mothers' Club was formed in one city, and in another an Association was formed to co-operate with the School Board, and the promise made that two public school kindergartens would be opened in the near future. In still another city arrangements were made for a free room for a kindergarten.

A very successful experiment was the trip of Miss O'Grady to Washington, Virginia and South Carolina. Her visit created a great deal of enthusiasm and interest. The following itinerary shows three weeks' work in the South, but had our field worker spent the same length of time in almost any other part of our country she could have found equal opportunities.

ITINERARY

Richmond, Va., March 18th-22nd—Addressed students of Training School. Visited Mission Kindergarten, three public schools and one private. Addressed Kindergarten Association, giving plan for reorganization of work.

Columbia, S. C., March 23rd-26th—Addressed large meeting of teachers, visited two mill kindergartens and one private kindergarten. Talked with several superintendents.

Charleston, S. C., March 26th-28th—Addressed public meeting. Visited two mission kindergartens, one factory kindergarten and three public schools. Interviewed superinten-

dents. Addressed Kindergarten Association, outlining plan for reorganization of work.

Orangeburg, S. C., March 29th—Visited colored schools on recommendation of Superintendent Claxton. Dr. Dunton of Claflin College, said he would be glad to arrange next fall for some one to address his students and also could arrange in other towns where his students teach for addresses on "How to reach and influence mothers and form clubs."

Columbia, S. C., March 29th—Addressed meeting organized by Parents Club and principal of private school. After the meeting a committee was formed to agitate for kindergartens in public schools.

Union S. C., March 30th—Saw superintendent and mill owner and visited four schools.

Winthrop College, Rock Hill, S. C., March 31st-April 3rd—On invitation of President Johnston, made two addresses. Visited mill schools and kindergarten.

Lynchburg, Va., April 4th-6th—Met Kindergarten Board and "Vandyon League" Board. Visited kindergarten organized by this Association. Received promises of support for kindergarten.

Washington, D. C., April 7th—Addressed students of Training School and Public School Kindergartners.

Miss Myra Winchester made a tour of five towns in Pennsylvania, bringing help and cheer to those who are struggling to have kindergartens, and finding reasons why apparently prosperous towns are without them. Miss Winchester found many conditions peculiar to coal regions, but also found that localities are stimulated by knowing of outside interest in their growth and welfare.

SUMMARY OF MISS MYRA WINCHESTER'S REPORT, JUNE 13th TO JULY 13th, 1911.

Pottsville—Addressed Board of Education and Mothers' Club. Talked with members of Civic Club.

Shenandoah—Addressed Board of Education and Civic Club. Called on representative men and women.

Mahanoy City—Called on school superintendent and President of the Board of Education. Distributed literature.

Mount Carmel—School Board wants public to demand public kindergartens. Visited a good private kindergarten.

Shamokin—Called on representative men and women, President of the Board of Education and members of Civic Club.

Enlisted the press of each town and articles furnished by this Association were published.

Though we realize that the field work gives more results than any other, we acknowledge that the greatest need is for earnest and well trained workers qualified to do pioneering. The kindergartners to whom good city positions are open are unwilling to leave home for such places, even when the need is great, but their enthusiasm could be aroused by showing them this great need and preparing them for this special work.

This Association has taken the first step toward supplying this great need by passing the following resolution at the Annual Meeting, held November 27, 1911:

RESOLVED, That the President and Secretary be and hereby are authorized to execute a contract of affiliation with the Chicago Kindergarten College as recommended by the Board of Directors of this Association.

One special feature of our work has been the preparation of a moving picture film, entitled "At the Threshold of Life," produced in co-operation with Thos. A. Edison, Inc. The Publication Committee consulted with the Sage Foundation, The Board of Censorship, and the National Association for the Prevention of Tuberculosis as to the educational value of moving pictures, and after doing so felt justified in proceeding with the production of this film.

This has been so successful that plans are being made to produce a purely educational kindergarten film for the use of schools and recreation centers. Another phase of our work is the offering of three prizes—\$100, \$50 and \$25—for the best essays on kindergarten subjects, the contest to be open to all kindergartners and primary teachers.

The Association reserves the right to publish the prize articles and will pay five dollars for any others which may be used.

Though this Association is young, it is filling a long felt want in the country, as may be seen by the tabulated report which follows.

Respectfully submitted,

ANNA E. HARVEY,

Educational Director.

CIRCULARS SENT TO CONVENTIONS

Circulars		Circulars	
Alabama	6,925	Nebraska	500
Arkansas	6,650	Nevada	300
California	1,950	New Hampshire	300
Colorado	450	New Jersey	1,424
Delaware	1,170	New Mexico	120
Florida	3,095	New York	5,640
Georgia	1,106	North Carolina	3,020
Idaho	700	North Dakota	120
Illinois	3,900	Ohio	5,130
Indiana	4,685	Oklahoma	964
Iowa	200	Oregon	4,600
Kansas	700	Pennsylvania	5,815
Kentucky	2,500	Rhode Island	2,400
Louisiana	4,970	South Carolina	1,580
Maine	3,575	South Dakota	300
Maryland	2,620	Tennessee	950
Massachusetts	2,383	Texas	5,334
Michigan	800	Vermont	3,000
Minnesota	650	Virginia	4,725
Mississippi	4,535	Washington	400
Missouri	1,470	Washington, D. C.	4,320
Montana	1,500	West Virginia	2,105
Wisconsin	612		

Sent to Individuals through the mail.....	80,856
Sent to Conventions of National Education Assn.....	40,000

QUOTATIONS FROM LETTERS WRITTEN TO US BY STATE SCHOOL COMMIS- SIONERS IN DIFFERENT SEC- TIONS OF THE COUNTRY

“The State itself has never, by legislation, provided for this type of education.”

“Complying with your request, I am sending you our Sixteenth Biennial Report and a copy of the School Laws.

“We have no information regarding kindergartens.”

"There is no city in * * * that has a public kindergarten."

"To date we have no public kindergartens in this State."

"We have no laws in our State regarding the work of the kindergarten. This work is not compulsory but is done to a small extent in some of our schools."

"All the larger cities in * * * have kindergarten departments, but this department has no special rules or regulations regarding it."

"I beg to advise that there is no specific law in * * * for the establishment of kindergartens."

"We have no public kindergartens connected with our schools as this State does not provide for such a department in its school law."

"Replying to your request for information concerning schools with kindergarten departments, beg to advise that there are no such schools in this State."

"The Constitution of * * * declares that children under six years of age can not be enrolled in the free public schools."

OKLAHOMA

Kindergartners in Oklahoma are doing pioneer work. Miss Irene Kirke, who has a kindergarten in Guthrie, has organized a thriving mothers' club. While in attendance on the State Convention of Oklahoma Teachers in Muskogee, she met Mrs. Alma O. Ware, who gave some very interesting lectures. Mrs. Ware was sent to this convention by the NATIONAL ASSOCIATION FOR THE PROMOTION OF KINDERGARTEN EDUCATION, through the efforts of friends of the kindergarten in Oklahoma City. She was the first outside speaker to represent the kindergarten on the general program of the State Teachers' Association. An organization in Oklahoma for the propagation of the kindergarten in the State had just been effected. Mrs. Ware's lectures in Oklahoma City and also in Muskogee, have given a great impetus to this movement. A further result has been the organization of a kindergarten association in Muskogee, the second largest city in the State, which has as its purpose the introduction of kindergartens into the public schools.—*Kindergarten Journal*, summer, 1911.



REASONS WHY THIS ASSOCIATION WAS NEEDED

Four million of the population of the United States are wasting the most impressionable and plastic period of their lives. They should spend the years between four and six in kindergartens, acquiring a fundamental knowledge of right and wrong, and a training of the heart, head and hand which would be of the greatest value in after life.

A child learns more, develops more mentally, physically and morally between birth and the age of seven, than at any other period of life.

The children in this country average only a trifle more than five years in school, and in some sections less than four years. Two years in kindergarten would raise the standard of intelligence and add perceptibly to the earning capacity and welfare of our citizens.



“Ignorance is the father of vice”

Our prisons and reformatories contain more than 100,000 miserable, wretched men and women. All of them were once innocent little children who might have become happy and useful citizens had they received a careful training at the beginning of life.

Because a large amount of poor work is being done under the name of Kindergarten, suitable laws regulating the establishment and maintenance of kindergartens are needed in every State in the Union.

Kindergartners all over the country need help and counsel in establishing kindergartens, or improving work already organized. This is a center of information or general clearing-house to which all may come and receive help.

In view of the fact that a number of our States have not yet incorporated the Kindergarten into their school systems, and that less than ten per cent. of our children of kindergarten age have been provided for, the following information regarding this work in a few foreign countries is interesting.

ITALY



During the year 1907-08 there were in the Italian schools 3,576 kindergartens, containing 343,563 children. The oldest kindergartens date back to 1850.

BELGIUM

In 1905 Belgium had 446,134 children between three and six years of age, of whom *more than one-half* were in kindergartens.

In 1907-08 there were 688 cities in the United States of more than 4,000 inhabitants, having no public kindergartens.



SWITZERLAND



The first kindergarten was opened in Zurich in 1872. Many other towns have established them.

A National Swiss Kindergarten Society was founded in 1881.

RUSSIA

Russia has had a few kindergartens for more than twenty-five years.



JAPAN



"The first kindergarten in Japan was established in Tokyo in 1876. The number has since been considerably increased, so that at present every province has one or more kindergartens."

AUSTRIA

In Austria the first kindergarten was opened in 1863, and by order of the Minister of Education in 1872 the kindergarten was recognized as a part of the educational system.

"According to the ordinance of 1872, 'The aim of the kindergarten is to confirm and complete the home education of children under school age, so that through regulated exercise of body and mind, they may be prepared for instructions in the primary school.' All instruction in the ordinary school acceptance of the term is forbidden; the means of education are to be hand-work, games, singing, the training of observation and speech in connection with things and pictures, stories, verses and easy garden work."



"The children are not to be received into the kindergarten until the beginning of the fourth year, and are not to stay longer than the completion of the sixth year, when they are received into the primary school."

"No teacher is to have more than 40 children in her charge."

A FEW OF MANY QUOTATIONS WHICH SHOW EXISTING NEEDS

The *Pittsburg* (Pa.) *Post*, published a report of a meeting of the Board of Education held on December 13, 1911, in which it said: "The kindergarten question at the South School was brought up. Supt. Andrews said that the local board had elected its own teacher, taking her out of a department store, and that she had no experience either as a teacher or in kindergarten work."

From the Annual Report of a State Superintendent of Public Instruction we learned that among their 144 kindergartens there were 67 in which the children were kept until they were seven, eight, nine and even ten years old. We wrote as follows:

March 12, 1910.

MY DEAR SIR:

From the "Digest of School Laws" received from Washington, we learn that children may be trained in your kindergartens between the ages of three and seven years. In your last Annual Report we note that children are kept in your kindergartens as late as eight, nine and ten years of age.

We will appreciate it if you will have the kindness to explain this, as we are endeavoring to have a record of the kindergarten situation all over the country.

The following reply was received:

STATE BOARD OF EDUCATION

"Probably the children of eight, nine and ten years were kept in the kindergarten at the request of their parents. I cannot give you definite information."

A cry from the Pacific Coast:

"What can you do for us in the way of advice, literature and assistance in any form?

"Do you know of any friends of the cause whom we could use as speakers?

"How about the Legislative end? Do you know of any one who has an ideal law up his sleeve? Then about lists of books for reference and reading along general lines? Do you have any active representatives of the Association on the Coast?

"Thanking you in advance for your helpful co-operation, I remain,

"Yours sincerely,"

From Superintendents on the Atlantic Coast:

"The majority of our principals feel that there is room for improvement of our kindergarten work. A number of our teachers do not have the necessary equipment for kindergarten work, either because they have drifted into kindergarten teaching from the grades, or because they have been prepared in one of the short course schools. To many people the kindergarten is nothing more than playing with colored balls, blocks, and so on, and the supposition is that any one who can teach is qualified to do this work. Of course such teachers would not enter into the spirit of the kindergarten.

"We greatly appreciate your willingness to help us and I know that you can assist us very much."

"Communities are not made to feel that a kindergarten course is an essential factor in the education of the child, and are not made to understand that the whole intellectual development of the boy or girl is dependent upon a proper introduction to his school life; that there are certain vital and fundamental principles which he or she must have in order to properly establish the foundation for his educational superstructure.

"In all my years of experience as a teacher and a supervisor, I do not recall a single instance where a thorough and intelligent discussion of the kindergarten subject has been carried on in my hearing."

Extracts from earnest and pathetic letters written by colored women anxious for our aid in extending the kindergarten among their people:

—————, Penn., Dec. 30, 1909.

"We have opened a kindergarten in a private house. We have two small rooms, one teacher, and an assistant sometimes. We started the kindergarten the first Monday in September with twelve children. We do not know from month to month where we will get the money to meet the next month's bills. There are ten of us formed in a club. We are all washerwomen and cooks. We meet twice a month, Thursday afternoons, from 3 o'clock to 5. Most all have Thursday afternoon off. They pay twenty-five cents to join and ten cents a month. Each member gave one dollar to start the kindergarten. We need it so much, not only the children, but the parents."

Washington, D. C., Jan. 2, 1910.

"In 1896 I began promoting the training of young colored women as kindergarten teachers in the hope that Congress would appropriate funds to place the kindergarten in our public schools. In 1898, by personal pleading, we secured \$12,000 to begin this work, which is now upon a firm basis, with a yearly fund added, till now it has reached fully \$60,000. For nine years I was obliged to maintain the training school in order to meet the demand for teachers, and in 1907 secured the necessary funds to place it as a part of our public

instruction. Thus for my own city I have done all that is necessary save to keep a watchful eye upon it. During all these years I have tried to arouse interest for this work in the South, and have succeeded to some extent."

_____, Ga., Dec. 4, 1910.

"I wish you could have seen the joy of the teachers yesterday over the fine new material! It is the first to any such amount that they have had. We all thank you and the National Kindergarten Association very, very much. We are looking eagerly for the Loan Library."

SOME OF THE WAYS IN WHICH WE WORK

Circulars

The National Kindergarten Association has distributed more than 200,000 kindergarten circulars at State Teachers Associations' Conventions and through the General Federation of Women's Clubs, National Congress of Mothers, National Council of Women, National Education Association, International Kindergarten Union and other agencies.

Letters and Speakers

We have mailed 75,000 personal letters and have been represented by speakers at 22 meetings.

Information

Our card catalogue and library contain more information on the kindergarten situation at home and abroad than can be found anywhere else in the world. Those interested are cordially invited to consult them.

Public Press

We have started a series of articles in the newspapers of the North, South, East and West, which will arouse interest in kindergartens, although it will be necessary to send repeated articles in order to spread and vitalize this interest and incite it to action. Articles have also been supplied to magazines.

Prize Essays

We have offered three prizes—\$100, \$50 and \$25—for the best essays on kindergarten topics. This offer is arousing interest in all parts of the country.

Moving Picture Films

We have produced a moving picture film, entitled "At the Threshold of Life," to awaken interest and show the need of providing kindergartens for all children.

We are planning to prepare a purely educational film, showing the different phases of the work in a well conducted kindergarten.

Legislation

We are urging kindergarten legislation in all States where no provision has been made for public kindergartens and we are emphasizing the need of an educational qualification to insure good work.

BILL RECOMENDED TO STATE LEGISLATURES

"Any town or school district may establish and maintain kindergartens which shall be open to children from four to six years of age.

"Only kindergartners who have had a special course of two years' training in kindergarten work in a recognized training school shall be employed."

From a State Superintendent of Public Instruction to whom our bill was sent:

"Replying to your letter of October 13th, I shall bring this matter to the attention of the General Assembly in January and use my best efforts to have a law passed carrying out your suggestion in regard to kindergartens.

"Thanking you for calling my attention to this matter, I am,"

Educational Department

We furnish advice gratuitously on every phase of the kindergarten question. From all over the country we have received and answered earnest appeals for help and counsel in establishing kindergartens or improving work already organized. It is impossible to enumerate all of the many different ways in which this Association is serving the kindergarten cause.

MISS ELIZABETH HARRISON'S ADDRESS
BEFORE THE ANNUAL MEETING
NOVEMBER 27, 1911.

Within the last five years the wisest and best minds of our nation seem to have awakened to the importance of beginning *early* in the effort to train for better citizenship. Some recent statistics collected by Miss Vanderwalker of Milwaukee show that this realization of the importance of the beginning of education is of quite recent date.

Just at present our whole nation seems to be awakening to the cry of "Save the Babies," and in all earnestness I ask the question, "For what? For what end shall these babies rescued from early death be saved? Shall it be in order that they may grow up in the ignorance and inefficiency of some of their parents?" The question is a serious one, and it is just here that *your* Organization comes in.

Let us save the babies by all means (they are by far the most important asset of the United States) provided, after having saved their lives we can train them into something like good citizenship. Again I say here is where your insight as an Association has been more far reaching than that of the average philanthropic or educational society. The latter seemingly believes in the survival of the fittest and would give advantage to such children as can struggle through to the high school; the former would save the babies and then apparently leave them to fight the battle of life with insufficient weapons.

Your Association has realized that the vital days of infancy and the precious years of early childhood must be saved and utilized if the great philanthropic movement of to-day is to amount to anything of real permanent importance in the world's onward march. *You* have realized that the word kindergarten does not mean mere technical training for the three years between the nursery and the school, but that it is a deeper insight into life's most essential needs.

* * * * *

Let us turn to another of the problems with which the great hearts of to-day are struggling, namely; the problem of *unskilled labor*. We all know scores of men and women who are in need of work (for they must live), but whom we can not conscientiously recommend for any form of work but the most

menial; even that they do not do well. Yet oftentimes little children are looking to them for food and shelter. And can we wonder that they resort to begging, or to vice for the needed money which they have not the ability to earn? With this tremendous problem facing us (the great melting pot of the nations), one does not wonder that trades-schools have sprung up and that such large sums of money have been given to them. This is a much needed movement, but there is behind it a still greater, and in my judgment, more effectual solution of this problem, and that is, to begin at the very beginning of the child's ability to do anything to encourage him to try to do his part well, however small it may be. Work that is well done, no matter what the nature of it is, brings with it a certain amount of satisfaction. The skilled artisan does not grumble over having to work with his hands. I know a dressmaker who gets fully as much pleasure out of making over an old dress and changing it into something new and attractive as I do in writing a book which I hope may help to make life more attractive to some human soul. With this insight, we kindergartners begin at the very beginning of our kindergarten year to praise *effort* rather than *results* or mere external appearances. For example: In one of our "Guessing Games" where a child disappears from the ring and another child, whose eyes have been blinded, is to guess who the absent child is, if he fails to guess we try to help him by saying, "He is a boy who walks very straight when he is marching; or it is a little girl who tries always to lift her chair carefully and without noise; or it is a child who always helps in singing," or something of that kind, instead of saying, "It is a little girl with a pink hair-ribbon; or a little boy with a blue blouse."

When a child has finished the small task of building with blocks, moulding a bit of clay, or folding a piece of paper as neatly as his small fingers will permit, it is praised, no matter how simple the performance may seem, if he has done it carefully; if not, he is not praised but is required to do it over again or not to take his slovenly work home with him. However, the joy of doing, in companionship with other little workmen, is usually sufficient to stimulate a child to do his best. If this can go forward conscientiously through the first two or three grades of the school-work, a child will learn to take a pride in doing other work well and the *joy of true craftsmanship* thus begun will help much in solving the problem of how to avoid

bringing on another generation of unskilled, incompetent, and unwilling workmen.

The thing can not be done in a day, but if we get at the foundation head of the cause of so much inefficiency we certainly will be doing better than merely trying to remedy the evil after shiftless habits have been established, as is usually the case at the age of fourteen or fifteen. But there is a still higher incentive which we appeal to in the kindergarten and it works yet more effectually towards the attainment of skill which makes a man a master of his work, whether it be shoe-cobbling or composing a symphony. This strongest of all appeals which our kindergarten handwork makes is to *the creative instinct* of the child. I do not know how familiar you may be with the details of the kindergarten, but where it is well done the child is constantly given opportunities to transform or to create in his own childish fashion and thus to come slowly but surely into the realization of his own creative power. This is the greatest and richest gift that mankind possesses.

I pass over the idea of punishment which is universal in homes of our communities to the idea of the word punishment being made to mean *not revenge but remedy*, as it is thus translated in the kindergarten. A deed is allowed to bring its own results—if a child knocks over his blocks he must build them up; if he spills sand on the floor he must sweep it up; if he upsets a chair he must pick it up, etc. This is all done as impersonally as possible and the children learn far more by thus standing the consequences of their deeds than any amount of scolding could teach them.

Socrates, the acknowledged wisest man of the world, averred that he had never met with vice, but only with ignorance. The campaign which lies before you is the campaign of education, and the wisest of all education is the education which forms before reformation is needed.

ELIZABETH HARRISON.

AT THE THRESHOLD OF LIFE

A moving picture film showing, in an appealing story, the need for more kindergartens. Produced by this Association in co-operation with Thomas A. Edison, Inc.



"If you make a child happy now you make him happy twenty years hence by the memory of it."

—SIDNEY SMITH.

The chief characters in this photoplay are Miss Gray, a young society girl; Roger Hewitt, her lover; Murphy, a good for nothing; his wife; Mike, their lame child, and their other children. The whole family live in three rooms in a city. There is no room in Mike's home for a little boy to play, so



Have you enough kindergartens in your city to take care of all the little children?

when in pursuit of his pet kitten he upsets the wash-tubs, his mother has to send him down into the street. But a crowded city street is no better than a wretched tenement as a playground for a five-year-old.

Mike is teased by the big boys and his kitten is taken from him. Just then Miss Gray, the charming young girl who has given up her social pleasures to teach in a public kindergarten, comes down the street on her way to school. She sees the situation, rescues the kitten and comforts little Mikey. He toddles with her to the door of the kindergarten. Here she meets Roger Hewitt, a wealthy young man who has been in love with her for years. He does not believe in kindergartens and tries to persuade her to give up her work and marry him. This she refuses to do. Later on in the day Mikey wanders to the kindergarten. Through the open doors he can see the most fascinating games going on.



No more room

The right of every child

The sweet music and the children so happy and busy, with no harsh words or unkind faces, make the place seem like heaven to the little cripple. He begs to be allowed to play there, but alas, there is no room for him. The kindergarten is already overcrowded and there is no money for more kindergartens. He returns to the street weeping bitterly. Just then a motor comes down the street. Mikey is too absorbed in his worries to hear the signal, and he is knocked down before the chauffeur can stop the car.

The machine belongs to Roger Hewitt. A crowd quickly gathers. Miss Gray runs from the kindergarten and finds that her fears are realized—it is Mikey! At the same moment she recognizes Roger Hewitt and reproaches him bitterly, saying

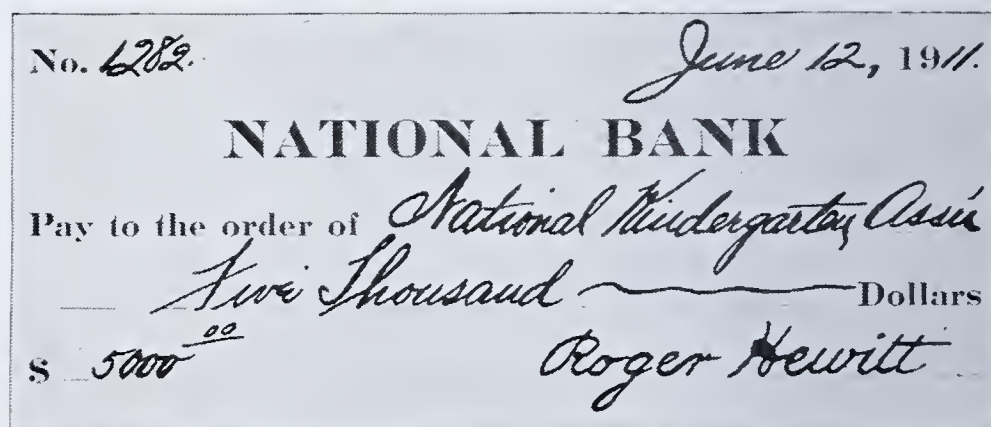


Roger Hewitt converted to need of kindergartens

if more kindergartens were established this accident would never have happened. Between them they take Mikey off to the hospital.

The last scene is in the hospital. Mikey is lying propped up in bed. Miss Gray is beside him. Roger Hewitt comes in. Mikey and Miss Gray have made him see the necessity of kindergarten work. He writes a generous check for more kindergartens and tells Miss Gray that he will never again oppose her teaching. A reconciliation takes place and the two are made happy through Mikey's intervention.

Letters and circulars regarding this film have been sent to the school superintendents in all large cities, to 1,000 branches of the National Congress of Mothers, and to many State Conventions of Educators and Women's Clubs. We will quote from a few of the many interesting responses received:



Result

"The moving picture story interested me deeply. It held my interest because of the cleverness and truthfulness with which the story has been worked out."

"The National Kindergarten Association deserves the thanks of all of us for this picture story, which I understand will be shown literally to 'millions' throughout the country."

"I think it was the cleverest bit of advertising of the kindergarten that has ever been done. The little story connecting the various pictures was both interesting and appealing and the whole thing, to my mind, was the best argument for the kindergarten made in years."

"I have an auditorium which seats 500 people.

"Would it be possible for me to have your moving picture film in our auditorium, and if so, what would be the price? In connection with the Mothers' Congress and also through my connection with the parents in this city, I believe I could make it very helpful in promoting kindergarten interests."

From the President of a State Federation of Clubs:

"Please send two hundred each of 'Helping the Mother and the Home,' 'The Value of Kindergartens,' 'A Day in a Kindergarten,' and the leaflet about the moving pictures. This last appeals to me strongly. I am greatly interested in the educational possibilities of this form of entertainment, and seize eagerly upon everything that tends to strengthen my faith. Our Parent-Teacher Club Committee has begun to agitate the matter, and I look to see some of them installed in the schools of our State this winter."

"The Superintendent in Houston is having a local picture show firm put on the kindergarten film during the Southern Education Association meeting. He was pleased to know about it."

HOW TO MAKE THIS FILM EFFECTIVE

1. Get the Women's Clubs and other civic organizations to advertise the theatre which shows the film. If several members ask the proprietor when he will show the film "At the Threshold of Life," he will soon get it.

2. Arrange private views for prominent people, inviting the newspaper men.

3. Ask school superintendents and teachers to tell their pupils when and where the film will be exhibited.

THE MANUFACTORY AND THE KINDERGARTEN

These pictures show the kindergarten maintained by the Eagle-Phenix Mills, Columbus, Ga.

J. D. Massey, the Treasurer, writes:

"Our purpose is two-fold: First, we think it incumbent upon the artificial person known as a corporation, just as it is incumbent upon the natural person, to devote a certain portion of time, thought and work to making this world a better place. Secondly, since all business depends upon people, naturally business thrives most when people are best and highest developed.



We think that people are better developed when they are given training of head, hand and heart, and the way to get the biggest returns for the money spent is to take the young. We take little stock in attempts at reform made upon old people. In other words, it would have been a much easier job to keep the Colorado River in its proper channel than to turn that raging flood back to the channel after millions of damage had been done by the formation of the Salton Sea."

Walter Morritt, Ph.D., Superintendent of the Colorado Fuel and Iron Company, Pueblo, Col., writes: "We feel that in mining communities like those of the Colorado Fuel and

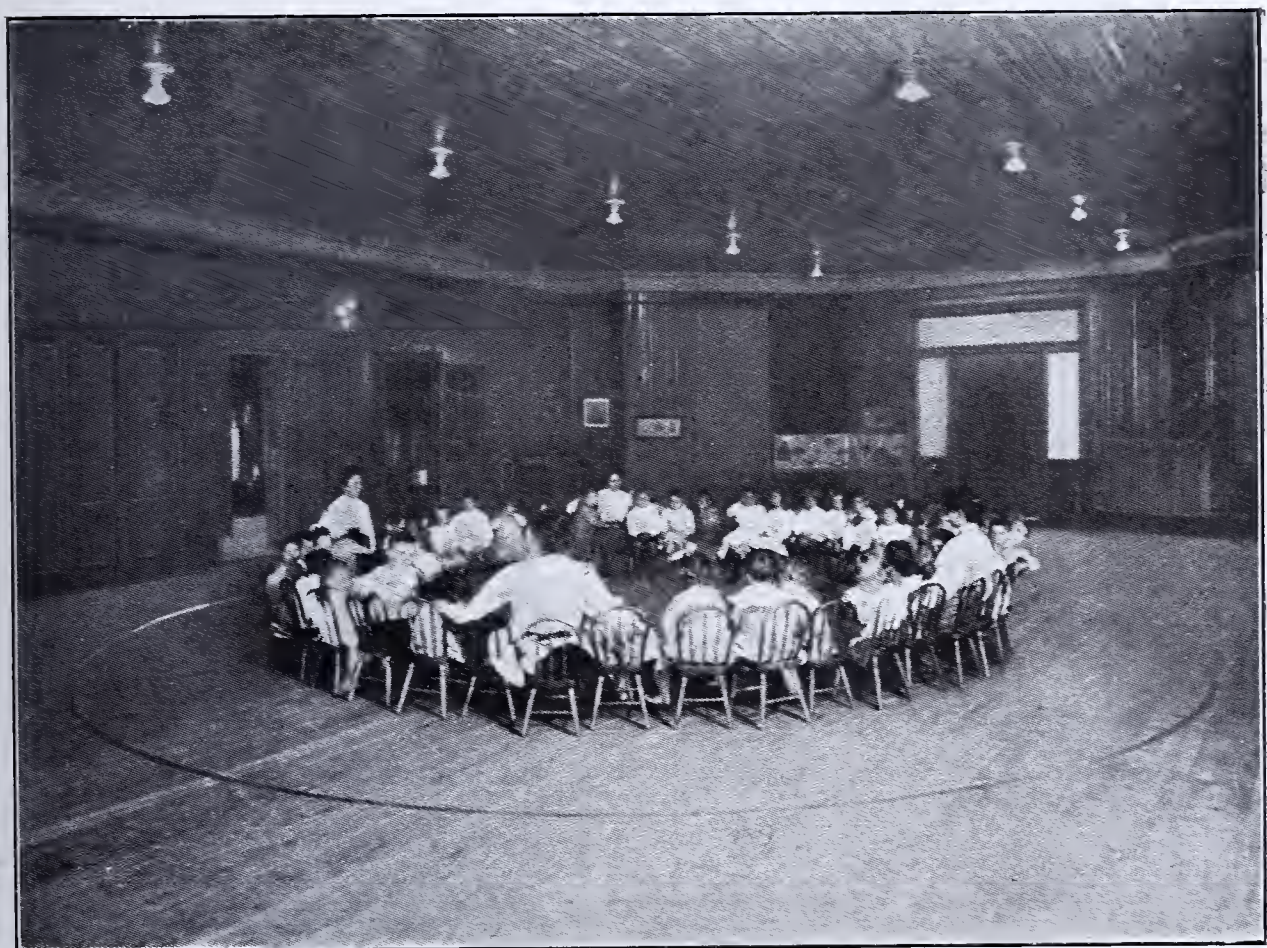
Iron Company, the kindergarten is a decided benefit. Not only is one year added to the school life of the miner's child, but the other years of its too brief educational life are made more effective because of kindergarten training."

Interesting letters have also been received from the following manufacturers who maintain kindergartens:

G. F. Holmes, Treasurer of the Plymouth Cordage Co., North Plymouth, Mass.

Ellison A. Smyth, President of the Pelzer Manufacturing Company, Pelzer, South Carolina.

The Maryland Steel Company, Sparrows Point, Md.



Belton Mills, Belton, South Carolina.

Lackawanna Steel Company, Sociological Dept., Buffalo, N. Y.

At Dayton, Ohio, a kindergarten at the National Cash Register Works is partly supported by the Company, and partly by the work-people themselves.

AN EMPLOYEE'S POINT OF VIEW

—From "The Long Day."

(A book relating experiences of a working girl.)

"I believe firmly in the kindergarten; I believe that the child, rich or poor, who goes to kindergarten in his tender years has a better

chance in life, all else being equal, than the child who does not. I have as yet found only one working girl who has had the benefit of such training in childhood. She was 'Lame Lena,' at Springer's box factory; and in spite of her deformity, she was the quickest worker and made more money than any other girl in the shop.

"Tersely put, and quoting her own speech, the secret was in 'knowing how to kill two birds with one stone,' and, again, 'makin' of your cocoanut save your muscle.'

"'Lame Lena' brought to her sordid task a certain degree of organizing faculty; she did the various processes rhythmically and systematically. The other girls worked helter-skelter . . . without that co-ordination of muscular and mental effort which the kindergarten might have taught them.

"It is fair to suppose that in the factory and workshop of every description the kindergarten is bound to work incalculable results. Indeed, I sometimes wonder if the kindergartners themselves can quite realize how well they are building—can fully comprehend the very great need in the working woman of the identical principles which they are so patiently and faithfully inculcating into the tender minds of these forlorn babies gathered up in the courts and alleys."



CERTIFICATE OF INCORPORATION

OF

NATIONAL ASSOCIATION FOR THE PROMOTION OF KINDERGARTEN EDUCATION

We, the undersigned, all being persons of full age and citizens of the United States and residents of the State of New York desiring to form this corporation pursuant to the Membership Corporations Law of the State of New York do hereby sign, acknowledge and file this certificate for that purpose.

First.—The name of the proposed corporation is NATIONAL ASSOCIATION FOR THE PROMOTION OF KINDERGARTEN EDUCATION.

Second.—The purpose for which it is to be formed is to promote the establishment of Kindergartens throughout the United States, for the purpose of furnishing physical, moral and intellectual training.

Third.—The territory within which the operations of this corporation are to be principally conducted is the United States of America.

Fourth.—The principal office of this corporation is to be located in the Borough of Manhattan, City, County and State of New York.

Fifth.—The number of Directors of said corporation shall be thirty and the names and places of residence of the persons to be directors until the first annual meeting are as follows:

Thomas M. Balliet, Ph.D., N. Y. University, E. Washington Sq., N. Y.

John Greenough, 38 East 63rd St., New York.

Mrs. Carolina H. Greenough, 38 East 63rd St., New York.

Frederick S. Wait, 141 Broadway, New York.

Mrs. Annie M. Archbold, Tarrytown, N. Y.

Mrs. Annie C. Phipps, 1 East 87th St., New York.

Miss Agatha Schurz, 24 East 91st St., New York.

Herbert F. Gunnison, Eagle Building, Brooklyn, N. Y.

Horace Fletcher, 331 East 31st St., New York.

Maxwell Evarts Butler, 56 Pine St., New York.

Spencer Trask, Saratoga, N. Y.

George W. Perkins, 23 Wall St., New York.

William S. Ball, P. O. Building, New York.

Miss Mary Harriman, 874 Fifth Ave., New York.

Mrs. Flora Mac N. Cranford, Clinton Ave., Brooklyn, N. Y.

Mrs. May Locke Aldrich, 338 South Broad St., Elizabeth, N. J.

Miss Cynthia P. Dozier, 154 East 91st St., New York.

Hon. Henry A. Wise, P. O. Building, New York.

Mrs. Marie Planten Gaillard, 303 West 77th Street, New York.

Charles W. Bogart, 209 West 137th St., New York.

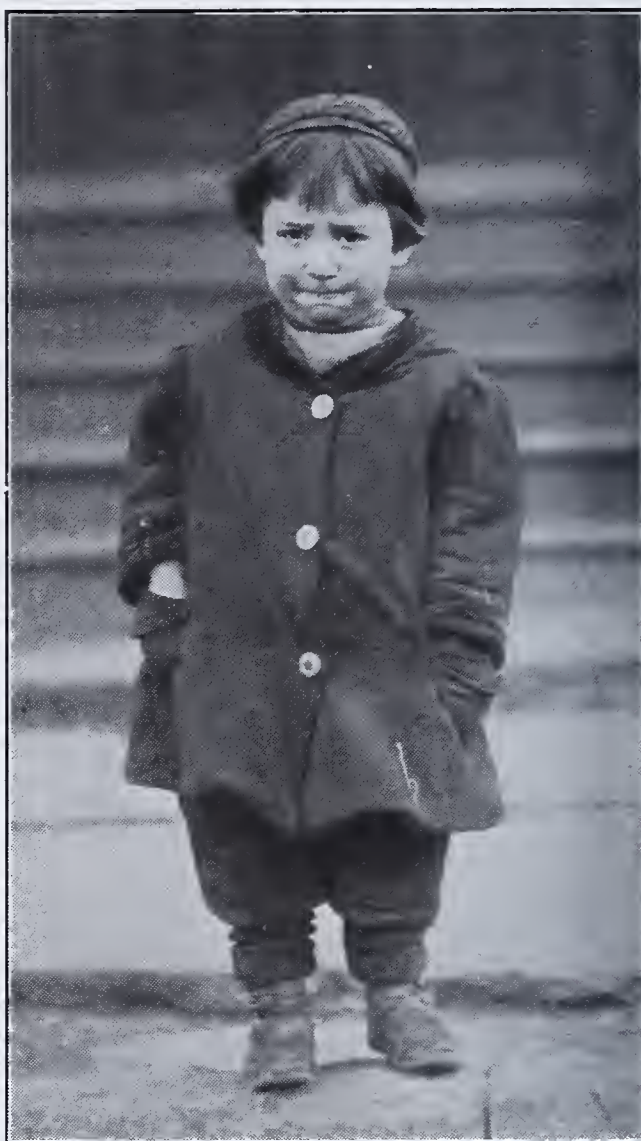
Miss Bessie Locke, 150 West 104th St., New York.

Miss Mary Moore Orr, 102 Remsen St., Brooklyn, N. Y.
Mrs. Marion Mason, Tuxedo Park, N. Y.
Edgar L. Marston, 24 Broad St., New York.
Henry H. Hollister, 2nd, 24 Broad St., New York.

IN WITNESS WHEREOF, this certificate has been duly signed in duplicate this 24th day of June, 1909.

FREDERICK S. WAIT
WILLIAM S. BALL
THOMAS M. BALLIET
HORACE FLETCHER
EDGAR L. MARSTON
HERBERT F. GUNNISON
CHAS. W. BOGART
HENRY A. WISE

HENRY H. HOLLISTER, 2nd
MAY LOCKE ALDRICH
CYNTHIA P. DOZIER
MARIE PLANTEN GAILLARD
ANNIE C. PHIPPS
CAROLINA H. GREENOUGH
JOHN GREENOUGH
BESSIE LOCKE



"Isn't this bottled energy worth training?"

"A child who has been to Kindergarten has learned to play fair; to think of himself as only one among many; to acknowledge the rights of the others; to work together and not against! These things become part of him, are instilled into his blood, woven into his nerves. His prejudices and impulses are all towards good citizenship."

BY-LAWS

ARTICLE I.

NAME.

This Association shall be known as the National Association for the Promotion of Kindergarten Education.

ARTICLE II.

OBJECT.

The object of this Association shall be to promote the establishment of kindergartens throughout the United States for the purpose of furnishing physical, moral and intellectual training.

ARTICLE III.

MEMBERSHIP.

SECTION 1. A teacher or educational institution may become a Member by the payment of one dollar annually.

SEC. 2. A person may become a Member by the payment of five dollars annually.

SEC. 3. A person may become a Sustaining Member by the payment of twenty-five dollars annually.

SEC. 4. The contribution of \$100 shall entitle the contributor to be a Life Member of the Association.

SEC. 5. The contribution of \$1,000, in one or more payments, shall entitle the contributor to be an Honorary Member of the Association.

SEC. 6. The contribution of \$5,000, in one or more payments, shall entitle the contributor to be a Patron of the Association.

SEC. 7. The contribution of \$25,000, or more, by gift or bequest, shall entitle the contributor to be a Benefactor of the Association.

ARTICLE IV.

OFFICERS.

The Officers of the Association shall consist of President, two Vice-Presidents, Honorary Vice-Presidents, Secretary, Corresponding Secretary and Treasurer, to be elected by the Board of Directors as soon as convenient after each Annual Meeting.

ARTICLE V.

EXECUTIVE COMMITTEE.

The Executive Committee shall consist of the President, Vice-Presidents, Secretary, Corresponding Secretary, Treasurer, Educational Director and eight other members of the Association, chosen annually by the Board of Directors. Five shall constitute a quorum.

The Executive Committee shall exercise all the powers of the Board in all matters which may arise between meetings of the Board. Its Chairman and Secretary shall be chosen from its members.

ARTICLE VI.

BOARD OF DIRECTORS.

SEC. 1. The Board of Directors shall consist of thirty members, together with the President, Vice-Presidents, Secretary, Corresponding Secretary and Treasurer, who shall be ex-officio members of the Board. The members shall be elected by the Association at its Annual Meeting. It shall be the policy of the Association to include on its Board an equal representation of men and women. Vacancies shall be filled by the Board. Five shall constitute a quorum.

SEC. 2. It shall be the duty of the Board of Directors to assume through the officers of the Association, the general management thereof.

ARTICLE VII.

DUTIES OF OFFICERS.

SEC. 1. The President shall preside at all meetings of the Association and shall sign all contracts or other instruments to which the Association is a party. The President shall appoint a Nominating Committee of three, which Committee shall send to each member of the Board of Directors at least two days previous to the election, the nominations for the various offices.

SEC. 2. The Vice-President in ranking order, shall, in the absence of the President, perform all the duties of the President.

SEC. 3. The Secretary shall keep the minutes of the proceedings of all meetings of the Association, Board of Directors and Executive Committee, and shall take charge of the books and papers of the Association. The Secretary shall attest the Seal of the Association on all instruments to which it may be affixed.

SEC. 4. The Corresponding Secretary shall send out notices of meetings, advise members of their election, conduct all correspondence, procure funds for the maintenance of the work of the Association, and perform such other duties as may be assigned by the Board.

SEC. 5. The Treasurer shall receive and keep all funds of the Association, depositing same in such Bank or Trust Company as may be designated by the Board of Directors. He shall sign all checks and render reports monthly to the Board of Directors. He shall be a member of the Finance Committee.

ARTICLE VIII.

STANDING COMMITTEES.

There shall be the following Standing Committees, each consisting of not less than three members of whom at least one shall be a member of the Board. The Standing Committees shall be elected by the Board of Directors.

SEC. 1. The Finance Committee to have charge of the property of the Association and to exercise a general supervision over the

solicitation and collection of funds. The Treasurer shall be a member of this Committee.

SEC. 2. The Educational Committee to approve all published educational reports, circulars and documents and have a general supervision of the educational work. The Educational Director shall be a member ex-officio of this Committee.

SEC. 3. The Publication Committee to edit and supervise the publication of all reports, circulars and documents, except those of the Finance Department.

SEC. 4. The Membership Committee to assist in procuring new members and funds for the Association.

SEC. 5. The Auditing Committee to audit the books of the Association.

SEC. 6. The Budget Committee to prepare and submit to the Board of Directors annually as early in the year as possible, a proposed budget of expenditures for the ensuing year.

ARTICLE IX.

ANNUAL AND MONTHLY MEETINGS.

The Annual Meeting of the Association shall be held during November, at such time and place as may be directed by the Board of Directors, and a meeting of the Board shall be held on the third Friday of each month from October to May, at 4 P. M.

ARTICLE X.

AMENDMENTS.

These By-Laws may be altered or amended by a two-third vote of the members present at any regular meeting of the Board of Directors, previous notice of such alteration or amendment having been sent to each member of the Board of Directors, at least five days before the date of the meeting at which action is to be taken on the proposed amendment.

ARTICLE XI.

SEAL.

The Seal of the Association shall be circular in form with the name of the Association and date of incorporation inscribed thereon.

The head of a young child shall appear in the centre.



In *Little Citizens*, by Myra Kelly, she tells of a small boy who came to school under the influence of liquor. The teacher asked how he obtained it.

"I give the can on a man what stands by the s'loon und I says 'My papa he has a sickness, und beer is healthy for him. On'y he couldn't to come to buy none. You could to take a drink for yourself?' Und the man says, 'Sure.' Und he gets the beer und takes the drink und I sits by the curb und drinks what is in the can. It's awful nice for me."

"But the money, where did you get that?"

"Off a lady."

"And why did she give it to you?"

"'Cause I tells her my mamma lays on the hospital und I like I should buy her a orange on'y I aint got no money to buy none."

Won't you help us get the Kindergarten into all the schools of this land, that the children now neglected may be started right in life?